

# **Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Ontario–Montclair School District**

## **Professional Services Division**

**January 10, 2000**

### **Overview of This Report**

This agenda report includes the findings of the Accreditation Team visit conducted at Ontario-Montclair School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the agency.

The program that was the subject of this accreditation review in Ontario-Montclair School District is a District Intern Program. The processes and procedures that were used are the same as those used in a university based program. Preconditions that are specific to District Intern programs were used since District Intern programs have specific statutory requirements, which are different than university based programs. The five categories of program standards were used since the Commission has not instituted the use of Common Standards for District Intern programs. The standards are virtually the same as those used in accredited programs based at universities.

### **Accreditation Recommendations**

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Ontario-Montclair School District and all of its credential programs:  
**ACCREDITATION WITH SUBSTANTIVE STIPULATIONS.**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credential  
Multiple Subject  
BCLAD Emphasis (SPANISH)
- (2) Staff recommends that:
    - the agency's response to the preconditions be accepted.

- Ontario-Montclair School District be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Ontario-Montclair School District be placed on the schedule of accreditation visits for the 2005-2006 academic year.

## **Background Information**

Ontario-Montclair School District is a Kindergarten through Grade Eight district. 24,000 students are enrolled in the district. There are 1,300 certified teachers in the district. In addition to the forty-four interns that are enrolled in the District Intern Program, there are sixteen teachers enrolled in University Intern Programs at several nearby universities. Forty-eight teachers are enrolled in the District's Pre-Intern program. In addition to the teachers mentioned above, there are eighty-five teachers serving on Emergency Permits.

The mission statement for the Ontario-Montclair School District Intern Academy reads as follows.

The Ontario-Montclair School District Intern Program strives to recruit, educate, and certify teachers who can effectively meet the needs of ever-changing culturally and linguistically diverse populations. Participants will acquire the knowledge, skills, and professional attributes, which will satisfy credentialing requirements through an integrated collegial support system, which reflects a balance between theoretical and practical aspects of teaching. These credentialed teachers will be contributing members of the educational community.

## **Preparation for the Accreditation Visit**

The Commission staff consultant was assigned to the school district program in Spring 1998 and met with the program's leadership on two occasions about the accreditation visit. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. The size of the team was determined in the Summer of 1999. Since the program is relatively small and recommends credentials in two areas, district and staff decided that two team members was sufficient to conduct the visit. The Commission Consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework*. In addition, telephone and regular personal communication was maintained between the staff consultant and institutional representatives.

The Institutional Self-Study Report was prepared based on the Standards approved by the Commission for BCLAD District Intern Programs. The document was reviewed informally by Commission staff with suggestions on document improvement provided.

### **Intensive Evaluation of Program Data**

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Sunday, October 24. The team arrived on Sunday afternoon and began with a meeting of the team. On Monday and Tuesday, October 25 and 26, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*.

A total of 147 group and individual interviews were conducted by the team members in the two days devoted to collection of data. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The team met on Monday evening to discuss progress the first day and share information about findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the report.

### **Preparation of the Accreditation Team Report**

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each Standard, the team made a decision of "Standard Met," "Met Minimally" with either Quantitative or Qualitative Concerns or "Standard Not Met." The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard. The team determined that all program standards were fully met but three. These three standards pertained to the District's BCLAD Multiple Subject Program.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

### **Accreditation Decisions by the Team**

The team discussed an initial draft of the report on Tuesday evening. After the report was finished, the team met Wednesday morning for a final review of the report and a decision about the results of the visit.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that the

three program standards that were minimally met were substantive in nature and effected the overall quality of the program. The team then considered the appropriate accreditation decision for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations" or "Denial of Accreditation." After thorough discussion, the team decided to recommend the status of **"Accreditation with Substantive Stipulations."**

This was a very difficult decision for the team particularly because they felt that the passage of Proposition 227 had put the district in a "Catch 22" situation. There were not sufficient placements for all of the experienced teachers who were certificated as BCLAD teachers. Consequently, there were not enough BCLAD placements for the Interns who wished to be BCLAD certified. Therefore the interns were not experiencing the kind of field placement with Bilingual students that was required by the Commission's BCLAD Standards.

**California Commission of Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution/District:**     **Ontario-Montclair School District  
District Intern Program**

**Dates of Visit:**                     **October 25-27, 1999**

**Programs Available:**                 **Multiple Subject  
Multiple Subject (BCLAD Emphasis,  
Spanish)**

**Accreditation Team  
Recommendation:**                     **Accreditation with Substantive Stipulations**

**Rationale:**                     The team finds that the overall quality of the Ontario-Montclair District Intern Program is excellent. However, there are deficiencies within the BCLAD program that directly affect the quality of the preparation of the BCLAD interns.

The recommended stipulations are:

- the reading course be modified to include instruction in the teaching of reading in Spanish
- the field experience for BCLAD candidates be in appropriate bilingual placements
- interns be supported by appropriately credentialed bilingual support providers

**Team Leader:**                     **Juan Flores  
CSU, Stanislaus**

**Team Member:**                     **Joan Sellers  
CSU, Monterey Bay**

### Data Sources

	<b>Interviews Conducted</b>		<b>Documents Reviewed</b>
13	Program Faculty	X	Intern Handbook
13	Program and District Administration and Staff	X	Program Document
44	Candidates	X	Course Syllabi
30	Graduates	X	Candidate Files
5	Employers of Graduates/ School Administrators	X	Handbooks for Support Provider, Faculty, Cooperating Teachers, Assessors, Evaluators, and New Teacher Orientation Handbook
6	Assessors	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis
2	Credential Analyst	X	Admissions Interview Questions and Rubric
7	Advisory Committee	X	Field Experience Notebook
9	Cooperating Teachers	X	Faculty Vitae
7	Support Providers	X	Intern Portfolio & Logs
		X	English Language Learners Master Plan
		X	District Curriculum Plan
		X	Professional Development Plan
		X	Application Packet

## Preconditions

<b>PRECONDITIONS</b>	<b>Meets the Preconditions</b>	<b>Does Not Meet the Preconditions</b>
1. Baccalaureate and Major or Minor	x	
2. Educational Skills California Basic Test	x	
3. Subject Matter Competence	x	
4. Certificate of Clearance	x	
5. Initial Oral Bilingual Competence (BCLAD only)	x	
6. Designated Support Provider	x	
7. Professional Development Plan	x	
7a. Annual Evaluation	x	
7b. Coursework Approved by Governing Board	x	
7c. Preservice Preparation	x	
7d. Other Preservice	n. a.	
7e. Additional Child Development and Teaching Methods	x	
7f. Additional Bilingual, Culture and Methods Instruction (BCLAD)	x	
7g. Additional Training Required by the Governing Board	x	
8. Two Year Program	x	
9. Participation in Statewide Evaluation and Periodic Reviews	x	

## Category I - Institutional Resources and Coordination

STANDARD	Standard Met	Standard Met Minimally Quantitative Concerns	Standard Met Minimally Quantitative Concerns	Standard Not Met
1. Program Design, Rationale and Coordination	X			
2. District Attention to the Program	X			
3. Resources Allocated to the Program	X			
4. Qualifications of Faculty	X			
5. Faculty Qualifications	X			
6. Program Evaluation and Development	X			

### Comments

#### Findings on Standards

Based on interviews with constituents, the faculty and the leadership of the program and review of documents, the team finds that all Category I standards are met in both the Multiple Subject and the Multiple Subject (BCLAD) credential programs.

#### Strengths

##### Standard 3

On the basis of interviews with program constituents and leadership, it is clear that Ontario-Montclair School District has made a significant resource commitment to the Intern Program in the form of staff positions and district support resources. Examples include the curriculum library, the Instructional Materials Center, and the Computer lab. In particular, the Hardy Staff Development facilities provide a valuable home for the Intern Program.

##### Standard 6

The program has developed a systematic, ongoing process of feedback and evaluation from interns, staff and school district personnel. The program's leadership has implemented an improvement cycle that has resulted in programmatic changes that improved the educational experience for each new cohort of interns.



## Category II – Admissions and Student Services

STANDARD	Standard Met	Standard Met Minimally Quantitative Concerns	Standard Met Minimally Quantitative Concerns	Standard Not Met
7. Admission of Candidates: Academic and Language Qualifications	X			
8. Admission of Candidates: Preprofessional Qualifications	X			
9. Availability of Program Information	X			
10. Intern Advisement and Placement	X			
11. Intern Assistance and Retention	X			

### Comments

#### Findings on Standards

Based on interviews with constituents, the faculty and the leadership of the program and review of documents, the team finds that all Category II standards are met in both the Multiple Subject and Multiple Subject (BCLAD) credential programs.

#### Strengths

##### Standard 9

The program provides regular briefings and newsletters to candidates. A constant theme from all interviews with current interns, graduates and support providers is that the great strength of the program was its ability and willingness to provide communication to all of the parties with vested interest in the program. All constituents indicated that the program administrators were available to assist with any special needs as they related to intern performance and program needs. Information about duties and responsibilities were available to all parties. There were well-organized handbooks defining the following roles: Intern, Faculty, Cooperating Teachers, Support Providers, and Assessors. There were also handbooks for significant program areas such as application, new teacher orientation, assessment, and evaluation. There were complete, up to date files on all of the interns. These included, but were not limited to, the application process, course work, college transcripts, transcript of the intern program, and assessments.

### Category III - Curriculum

<b>STANDARD</b>	Standard Met	Standard Met Minimally Quantitative Concerns	Standard Met Minimally Quantitative Concerns	Standard Not Met
12. Preparation for Daily Teaching Responsibilities	X			
13. Development of Professional Perspectives	X			
14. Orientation to Human Development	X			
15. Equity	X			
16. Preparation for Multicultural and Multilingual Education	X			
Preparation in Reading, Writing, and Related Language Instruction in English	X(MS)		X(BCLAD)	

### Comments

#### Findings on Standards

Based on review of and interviews with constituents, the faculty and the leadership of the program, the team finds that all Category III standards are met in the Multiple Subject Program. The Reading Standard in the Multiple Subject (BCLAD) credential program is met minimally with quantitative concerns. For persons in the BCLAD portion of the program, the reading course should be modified to include instruction in the teaching of reading in Spanish.

#### Strengths

##### Standard 12

The preservice course for interns provides an outstanding overview of the domains and standards needed to be a successful beginning teacher. The course provides an environment for the emergence of these qualities and prepares interns to work successfully in the culturally and linguistically diverse classrooms of the Ontario-Montclair School District.

#### Concerns

##### Reading Standard

Interns and graduates report that they could not recall that the theory and practice for initial reading instruction in the primary language was addressed. Interns who were proficient in Spanish did report that they learned how to do this from colleagues at their school site. The instructor of the bilingual methodology course stated that this topic was addressed in the bilingual methods course. However, the team was unable to verify this through review of course syllabi and interviews with interns and graduates.

## Category IV – Field Experiences

STANDARD	Standard Met	Standard Met Minimally Quantitative Concerns	Standard Met Minimally Quantitative Concerns	Standard Not Met
17. Collaboration with School Sites and Institutions of Higher Education or Other Districts	X			
18. Field Experience Prior to Intern Teaching	X			
19. Advancement to Teaching Responsibilities	X(MS)		X(BCLAD)	
20. Qualification and Recognition of Support Providers	X(MS)		X(BCLAD)	
21. Guidance, Assistance and Feedback	X			
22. Readiness for Diverse Responsibilities	X			

### Comments

### Findings on Standards

Based on interviews with constituents, the faculty and the leadership of the program and review of documents, the team finds that all Category IV standards are met in the Multiple Subject Program. Standards 19 and 20 in the Multiple Subject (BCLAD) credential program are met minimally with quantitative concerns. Persons in the BCLAD portion of the program should be placed in bilingual classrooms and be assisted by bilingual support providers.

### Strengths

#### Standard 18

During the time they are attending the pre-service course, the interns concurrently participate in a two week modified student teaching experience which allows them to work with a cooperating teacher, observe effective teaching strategies and actively participate in learning activities. They become directly familiar with lesson planning, lesson design and classroom organization and management. They also begin the reflective work in their journals which continues throughout the program. At the end of this student teaching experience the interns are evaluated and recommended for full-time paid employment in the district. This pre-service is exceptionally well developed and adds an element of screening that many intern programs do not have.

#### Standard 20 (Multiple Subject)

For the multiple subject cohorts, the greatest strength of the program identified by the interviewees, is its ability and willingness to provide support through every stage and in every area of the intern process. These support providers are unusually dedicated to the intern's success. Interview after interview commented on the quality and quantity of assistance provided by support providers that were available at all hours and were commended for the immediacy of their support.

## **Concerns**

### **Standard 19 (BCLAD)**

Some interns who identified themselves as bilingual were not assigned to bilingual classrooms. Other students who were in bilingual classrooms had not met the BCLAD program prerequisite (passage of the oral section of the BCLAD test 6). Based upon interviews with current interns and graduates, there were significant variances and inconsistencies in the placement of bilingual interns.

### **Standard 20 (BCLAD)**

Support providers assessors did not consistently possess the necessary qualifications (bilingual credential) for supervising BCLAD interns.

## Category V – Candidate Competence and Performance

<b>STANDARD</b>	<b>Standard Met</b>	<b>Standard Met Minimally Quantitative Concerns</b>	<b>Standard Met Minimally Quantitative Concerns</b>	<b>Standard Not Met</b>
23. Student Rapport and Classroom Environment	X			
24. Curricular and Instructional Planning Skills	X			
25. Diverse and Appropriate Teaching	X			
26. Student Motivation, Involvement and Conduct	X			
27. Presentation Skills	X			
28. Student Diagnosis, Achievement and Evaluation	X			
29. Cognitive Outcomes of Teaching	X			
30. Affective Outcomes of Teaching	X			
31. Capacity to Teach Diverse Students	X			
32. Professional Obligations	X			
33. Determination of Candidate Competence	X			

### Comments

### Findings of Standards

Based on interviews with constituents, the faculty and the leadership of the program and review of documents, the team finds that all Category V standards are met in the Multiple Subject Program.

## **Professional Comments**

### **Strengths**

Based on interviews with all stakeholders, the team finds that the program meets or exceeds the expectations of all participants. The interns believe they have been well prepared to assume their roles as beginning teachers.

The classified staff is exceptional, well trained and very knowledgeable.

There is a significant commitment from the district to prepare interns in CLAD even though that was not required according to standards. Many interns and graduates reported that the preparation allowed them to pass the CLAD exam on the first try. Also, there is a significant commitment to assure that all personnel, from nursing staff to counseling and specialty teachers, are adept at and trained at teaching English language learners.

The program is to be commended for its excellent support provided to interns by a variety of support providers. They are very dedicated and available to the interns. They appear to provide interns with assistance above and beyond the call of duty so as to assure intern success in the classroom.

The intensive preparation and training provided during the pre-service portion of the program contributed to the candidates' success in the classroom. Various sources indicated that the intern's preparation for every situation during the first week of class allowed them to teach with high degree of confidence not encountered in other beginning teachers.

### **Recommendations**

It appears clear that the highest level of administration is committed to this program and its excellence, even though there have been three project administrators in three years. It is not clear that the district is dedicated to this project administrator position in a way that allows it to be an avenue for promotion to higher administrative jobs.

There are persons in the program that may be eligible but who cannot be considered bilingual because they have not passed oral section of test 6.

Through a misunderstanding, the program staff has been relying on BCLAD tests 4, 5, and 6, even though they have sufficiently knowledgeable staff to conduct an internal program assessment of the BCLAD competencies. Standard 7 states that students seeking the bilingual authorization (BCLAD) must be assessed to determine eligibility

for entry into the program by passing the speaking portion of Test 6 of the BCLAD Examination. We recommend that the Ontario-Montclair Intern Program develop BCLAD assessment and evaluation measures within the program. In particular, we recommend that they develop a consistent and valid Spanish language assessment instrument that meets the criteria as defined in Standard 7 and that has a passing level equivalent to three (3) or higher on the (former) FSI scale established by the Foreign Service Institute. Students verify on completion of program their competency in listening, reading, speaking, and writing.